DEPARTMENT: Adolescent Career and Special Education  COURSE NUMBER: SED 526

I. TITLE: Education of Young Children with Severe Disabilities

II. COURSE DESCRIPTION: This course provides information related to the study of young children with severe disabilities in terms of their personal, family, and educational needs. Prerequisite: none

III. PURPOSE: This course serves as an overview of education of young children with severe disabilities. The course covers teaming, educational and therapeutic strategies, family-centered practices and changes mandated by current legislation.

IV. COURSE OBJECTIVES:

The behaviors listed below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. The objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), National Association for the Education of Young Children and the Council for Exceptional Children. Following each objective are numbers which reference the Kentucky IECE Teacher Standards (IECE) and Kentucky Early Childhood Core Competencies (ECCC). As a result of participation in this course, the student will:

A. Develop an understanding of the transdisciplinary teaming model and its process in planning, designing, adapting, and implementing services in early intervention, preschool and kindergarten classrooms. (IECE VI, VII, VIII) {ECCC 4, 6}

B. Demonstrate the ability to adapt appropriate learning environments for young children with severe disabilities, including materials, assistive technology, and adaptive equipment. (IECE I, II, III, IX) {ECCC 4}

C. Adapt and implement appropriate curriculum for young children with severe disabilities including materials, assistive technology, and adaptive equipment. (IECE I, II, III, IX) {ECCC 4, 5, 6}

D. Discuss the issues and needs of families with children with severe disabilities and family-centered strategies to meet needs of families. (IECE VI, VIII) {ECCC 6}

E. Discuss issues of collaboration both among team members and to meet needs identified by the family. (IECE II, III, VI, VIII) {ECCC 6, 7}

F. Develop an awareness of current educational approaches to behavioral intervention, developing communication, facilitating adaptive development skills. (IECE II, III) (ECCC 4, 5, 6)
G. Develop skills in designing and implementing instructional programming to increase child’s independence and development in self-care and daily living skills, communication skills, motor skills, and social skills. (IECE II, III) (ECCC 4,5,6)

H. Develop the ability to conduct a functional skills assessment of a young child with severe disabilities. IECE IV) (ECCC 5)

I. Develop an appreciation of the value of including young children with severe disabilities into typical activities and routines of the classroom, family and community. (IECE I, II, III, IV) (ECCC 4,5,6)

The College of Education Theme of Educator as a Reflective Decision-Maker is addressed in this course by requiring students to reflect on diversity reading and debate, activity matrix, IFSP experience, and the team developed and presented inservice session on a disability condition.

The EPSB Themes of Diversity, Assessment, Literacy/Reading and Closing the Achievement Gap are explored in the course through various chapters in the text and other assigned readings and through course assignments such as the diversity reading and debate, inservice session on a disability condition, assistive technology activity, and graduate project.

V. CONTENT OUTLINE:

A. Early intervention/early childhood service delivery.
B. Activity based instruction
C. Working with families from diverse backgrounds
D. Teaming and collaboration.
E. Characteristics of developmental delays and common disability conditions and intervention resources and strategies
F. Legislative mandates.
G. Research on effective early childhood special education practices
H. Typical and atypical growth and development
I. Assistive technology
J. Research based teaching strategies

VI. INSTRUCTIONAL ACTIVITIES: A variety of instructional activities will be used in this class including lecture, small and large group discussions, case studies, internet activities, and performance events such as oral presentations and assigned in class and out of class activities. Graduate students will extend knowledge through additional assignments and group leadership expectations.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None required.


IX. GRADING PROCEDURES:

A. The following requirements must be completed by all students. A student’s grade will be determined by their scores on graded assignments and other required activities.
1. Class attendance and participation. Attendance is expected and students should come to class prepared to participate actively in discussion and projects. Participation in Elluminate or blackboard sessions is also expected. Several times during the semester students will earn participation points through involvement in class activities, online activities, projects or assignments. Participation points will be earned through both in-class and online activities. Students will be asked to work collaboratively with classmates frequently during the semester. **Instructor will determine points possible for each activity and determine what class activities/assignments will be worth additional points. In-class participation points may not be earned if student is absent from class when activity is completed.**

2. Students will be asked to read an assigned journal article and write a reaction paper to the views of the author. The reaction paper should be at least 2-3 pages in length and may be submitted to the instructor by Blackboard. (10 points). Students should be prepared to discuss the article in class and defend their viewpoints during a debate. Participation in debate worth an additional 5 points. (IECE Teacher Standards V, VI, VII, VIII) A reflection that describes what you learned from this experience and how this experience may help you grow as an early childhood professional should be submitted.

3. Teams of students will be responsible for an “in-service presentation” on a disability condition or syndrome. A list of disabilities and syndromes will be provided by the instructor. Presentations should be around 20-30 minutes in length. In addition to the presentation, teams should **turn in to the instructor an outline of topics covered during the team presentation one week before the presentation and list of resources used in developing and presenting the in-service topic.** Make your presentation interesting by talking with parents, medical and health providers, therapists and teachers and by researching the topic in journals and on the internet. Utilize technology during your presentation (ex. Power point presentation, video clips, assistive technology etc.). Inservice should provide information that would benefit teachers and therapists who would be working with this child and the child’s family. The presentation should include educational strategies and curriculum adaptations and modifications. Teams should post information on discussion board so that classmates have access to web links, resources and other information related to the disability topic. This activity is **worth 50 points** for each team member. This activity may be used by IECE students as an artifact for IECE Standard 6 in their Live Text portfolio. A reflection that discusses the collaboration process as well as what you learned in preparing for the inservice session should be submitted by all students.

Team members will be asked to share with the instructor whether all team members did their share in preparing for and presenting the inservice topic. (IECE Teacher Standards I, II, V, VI, VII, VIII, IX).

4. As part of **an in class activity**, students will develop an activity matrix for a toddler’s day embedding IFSP goals and objectives into the natural activities of the child’s day (based on a case study). In addition, students will develop a plan for teaching parents/caregivers how to work with the child during each of the naturally occurring opportunities identified. Matrix and teaching plan will include assistive technology.
5. As part of an in class activity, students will develop an activity matrix for a preschooler’s day (attending a group setting) embedding IEP goals and objectives into natural activities of an early childhood program, including identification of teaching strategies and materials (to include any augmentative or assistive devices). (10 points) (IECE Teacher Standards I, II, III, IV, V, VI, VIII, IX)

6. As an in class team activity student teams will develop an IFSP. Case study of the child and family to be provided by instructor. You will use the Kentucky IFSP form in developing outcomes for the child and family. You should reflect on what you learned from this experience. (worth 15 points) (IECE Teacher Standards I, II, III, IV, V, VI, VIII, IX) IECE students may use this activity as an artifact for Standard 6 or Standard 3 in their Live Text portfolio.

7. Assistive technology activity: After exploring a variety of assistive technology devices and equipment in class, students will identify a natural activity or routine for a young child and describe how assistive technology can be used to help a child with disabilities participate in the activity. Information will be provided in class to guide this activity (worth 10 points). (IECE Teacher Standard II, III, VIII) IECE students may use this activity as an artifact for Standard 2 in their Live Text portfolio.

8. There will be 3 exams each worth 50 points. (IECE Teacher Standards I, II, III, IV, V, VI, VII, VIII, IX)

The following grading scale will be used for this course:

A=90-100% of total points
B=80-89% of total points
C=70-79% of total points
D=60-69% of total points
E=Below 59% of total points

In grading assignments, there will be higher expectations for graduate students.

**X. ATTENDANCE POLICY:** This class follows the attendance policy outlined in the current *MSU Undergraduate Bulletin*. Participation activities may not be made up in the event a student is absent.

**XI. ACADEMIC HONESTY POLICY:** This class adheres to the University Policy on Academic Honesty found in the current *MSU Undergraduate Bulletin*.

**XII. TEXT AND REFERENCES:**

Text


Early Childhood Web Resources
XIII. PREREQUISITES: None

XIV. NON-DISCRIMINATION POLICY STATEMENT: Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD)

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT: Student progress throughout the teacher preparation program is continually assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to T.E.S. and then presented to admissions committees. Negative flags are carefully reviewed to make determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress toward program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION and/or STUDENT TEACHING/PRACTICUM, or REVERSAL OF ADMITTED STATUS.